DOCUMENT RESUME

ED 210 654 CS 006 405

TITLE Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 81

NOTE 9p.; Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Cognitive Processes; *Content Area Reading; *Doctoral Dissertations; Psycholinguistics; Reading Diagnosis; *Reading Instruction; Reading Materials; *Reading Research; *Reading Skills; Secondary Education; *Study Skills

IDENTIFIERS *Reading Strategies

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: (1) an inductive method for teaching three skills necessary for reading narrative fiction; (2) the use of reading strategies in secondary level content area classrooms; (3) seventh grade students' insights about the strategies they used to study and understand an expository text; (4) the strategies used by selected junior high school students to read content area materials; (5) the reading process as a transactional learning experience; (6) a psycholinguistic investigation of the cloze responses of secondary school students; (7) achievement and attitudinal outcomes of teaching tenth grade American history by a lecture method and a method emphasizing the development of reading skills; (8) high school students' reading ability in their assigned science and social studies textbooks as measured by the cloze procedure; (9) the extent to which students in content area classrooms are given instruction in reading assigned materials; and (10) a comparison of basic concept formation performance and verbal concept formation performance of ninth grade students who were grouped according to reading ability. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210654

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

Compiled by the Staff of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
University Microfilms International
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS206405

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1981 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Anthony, Patricia E.
AN EVALUATION OF AN INDUCTIVE METHOD FOR TEACHING THREE SKILLS NECESSARY FOR READING NARRATIVE FICTION

Butchko, Karen Scherer
USE OF READING STRATEGIES IN SECONDARY CONTENT AREA CLASSROOMS

Camperell, Kaybeth
IDENTIFICATION OF SEVENTH-GRADE STUDENTS' INSIGHTS ABOUT THE STRATEGIES THEY USED TO STUDY AND UNDERSTAND AN EXPOSITORY TEXT

Cole, Richard Earl
THE READING STRATEGIES OF SELECTED JUNIOR HIGH SCHOOL STUDENTS IN THE CONTENT AREAS

Crafton, Linda Kay
THE READING PROCESS AS A TRANSACTIONAL LEARNING EXPERIENCE

Cram, Ruby Victoria
A PSYCHOLINGUISTIC INVESTIGATION OF THE CLOZE RESPONSES OF SECONDARY SCHOOL STUDENTS

Cunningham, Joyce Anne
ACHIEVEMENT AND ATTITUDINAL OUTCOMES OF TEACHING TENTH-GRADE AMERICAN HISTORY BY A LECTURE METHOD AND A METHOD EMPHASIZING DEVELOPMENT OF READING SKILLS

Hopkins, Mona Salinas-Chong
A CLOZE STUDY OF HIGH SCHOOL STUDENTS' READING ABILITY IN THEIR ASSIGNED TEXTBOOKS IN SCIENCE AND SOCIAL STUDIES

Slinger. Edith Lucille
A SYSTEMATIC OBSERVATION OF THE EXTENT TO WHICH STUDENTS IN SECONDARY CONTENT AREA CLASSROOMS ARE GIVEN INSTRUCTION IN READING ASSIGNED MATERIAL

Vogel, Marlyn Goodman
A COMPARISON OF BASIC CONCEPT FORMATION PERFORMANCE AND VERBAL CONCEPT FORMATION PERFORMANCE OF NINTH GRADERS GROUPED ACCORDING TO READING ABILITY

AN EVALUATION OF AN INDUCTIVE METHOD FOR TEACHING THREE SKILLS NECESSARY FOR READING NARRATIVE FICTION

Order No. 8126668

ANTHONY, PATRICIA E., ED.D. *Boston University School of Education*, 1981. 116pp. Major Professor: Thomas E. Culliton, Jr.

The purpose of this study was two-fold: to develop a study guide to be used for teaching three skills necessary for reading narrative fiction (recognizing setting clues, identifying climax, and recognizing ways an author reveals character through speech and action), and to evaluate the effectiveness of this study guide.

The study, employing an experimental group of fifty ninth and tenth grade students and their teacher, and a control group of fifty ninth and tenth grade students and their teacher, was completed from 1/3/80 - 3/28/80 in a high school suburban to Rochester, New York. Data for each group were collected as to scholastic aptitude, reading interest, reading level, sex and pre and post test scores on literary skills tests (author made) on four short stories.

Each group, experimental and control, read sixteen short stories. The control group was taught by the more traditional method usually employed by the control group teacher who was unaware of the nature of the study. The experimental group was taught by a method involving the study guide. The experimental group members read each of sixteen short stories and completed a study guide concerning the three skills necessary for reading narrative fiction and justified their answers with evidence. Correct answers were marked good by the experimental group teacher, and incorrect answers were left unmarked. Students were free to reread and discuss answers among themselves.

Prior to reading the sixteen short stories members of both the control and experimental groups were given a pre test on one of four forms of a test regarding literary skills (recognizing setting clues, identifying the climax, and recognizing ways the author reveals character through speech and action). At the study's end, both groups were given a post test on literary skills, which tested these same skills. Pre and post tests on four short stories were constucted by the author.

The data, treated by the one way analysis of co-variance, revealed that the experimental group succeeded significantly better than the control group. The experimental group's mean post test literary skills test scores were significantly higher than those of the control group.

These differences considered the students' scholastic aptitude, reading interest and reading achievement scores as well as their scores on the literary skills pre test. Those outcomes held for the total group as well as when groups were broken down by boys and girls. The one element not common to both groups was the study guide.

USE OF READING STRATEGIES IN SECONDARY CONTENT AREA CLASSROOMS

Order No. 8117161

BUTCHKO, KAREN SCHERER, PH.D. *Arizona State University*, 1981. 151pp.

The purpose of this study was to determine whether an integrated methods and practicum approach to teaching reading in the content areas would result in increased implementation of evaluative procedures and instructional strategies by secondary teachers as compared to a separate theory and practicum format. It was also to determine which strategies were perceived by secondary teachers as most worthwhile, whether or not they were able to use them in the classroom. Both responses to questions and free responses were gathered with a questionnaire. Practicing teachers were asked to report the degree of usage of 27 evaluative procedures and instructional strategies in their classrooms. They were also invited to indicate their perceptions of which strategies were most worthwhile. The answers to questions were reported in numbers and rounded percentages. Chi square with the Yates correction was used to compare the present findings with those of a previous study which surveyed teachers who took the course under a separate theory and practicum format. Very few conclusions could be drawn due to the mixed nature of the outcomes. Three implications for curriculum revision that might be inferred from the data were: (1) a required course in secondary content reading might be more effective if print and non-print teachers were instructed separately; (2) implementation of reading strategies by secondary content teachers might be more effective if attitudes toward content reading were improved prior to actual instruction; and (3) specific strategies most relevant to each content area needed to be identified.

IDENTIFICATION OF SEVENTH-GRADE STUDENTS' INSIGHTS ABOUT THE STRATEGIES THEY USED TO STUDY AND UNDERSTAND AN EXPOSITORY TEXT

Order No. 8107020

CAMPERELL, KAYBETH, PH.D. *The University of Wisconsin - Madison*, 1980. 268pp. Supervisor: Professor Wayne Otto

The major purpose of this study was to determine if students' insights about the strategies they used to study and understand an expository passage were similar to basic types of comprehension skills developed in many instructional reading programs. Secondary purposes of the study involved determining if (1) good and poor readers differed in the types of strategies they said they used, and (2) students' verbal reports were reliable in the sense that they could be used to discriminate between students on a recall test or comprehension and to predict students' classification as Masters of Non-masters of a set of criterion-referenced tests of comprehension skill development.

A stratified random sample of forty-four seventh-grade students participated in the study. Twenty-two of the students were classified as good readers, and twenty-two of the students were classified as poor readers. The students read a normal or a disrupted version of an expository passage about a desert environment.

An introspective interview procedure was used in which students read the passage silently, stopping at the end of each paragraph to answer a general, open-ended question and a set of standard probe questions about the strategies they used to study and understand the paragraph. A probed-recall test was administered when students finished reading the passage, and a set of criterion-referenced tests was administered a week following the completion of the interviews.

Eleven categories of reading-study behavior were identified that indicated students talked about using five strategies similar to traditional types of comprehension skills and two strategies similar to traditional types of study skills.

The Kruskal-Wallis model of analysis of variance by ranks was used to analyze the categorized data. Among the eleven sets of comparisons performed, four statistically significant differences were obtained. Good readers who read the disrupted version of the passage talked about using context (Category One) and about grouping related ideas in paragraphs (Category Three) more often than poor readers who read the disrupted version of the passage. Good readers in both text conditions talked about identifying the topic of paragraphs and predicting the topic of paragraphs (Category Two) more often than poor readers. And students who read the normal version of the passage talked about relating information in the passage to prior knowledge and experience (Category Four) more often than students who read the disrupted version of the text.

Results of an analysis of covariance test indicated that students who said they used strategies frequently recalled significantly more information than students who said they used strategies infrequently. Results of a discriminant analysis test indicated that 80 per cent of the students were classified accurately as Masters or Non-masters of a set of criterion-referenced tests based on the frequency with which they talked about using certain strategies.

The major conclusion from the study was that students' insights about their reading-study behavior are similar to traditional types of comprehension skills. Although good and poor readers were not found to differ in the kinds of strategies they said they used, they did differ in the frequency with which they said they used some of the strategies identified. Further analysis of the student responses indicated that their verbal reports could be used to (1) discriminate between students on a probed-recall test, and (2) predict students' classification as Masters or Non-masters of comprehension skills, as measured by a set of criterion-referenced tests.

THE READING STRATEGIES OF SELECTED JUNIOR HIGH SCHOOL STUDENTS IN THE CONTENT AREAS

Order No. 8118454

COLES, RICHARD EARLE, PH.D. *The University of Arizona*, 1981. 280pp Director: Yetta M. Goodman

This study investigates the reading strategies selected junior high school students employ when reading social studies, science, and literature materials in school and a self-selected passage in a non-school setting. In addition interrelationships among their reading strategies and the subjects'

purposes for reading, the students' personal models of the reading process, and the readers' attitudes toward reading, as well as the subject areas of social studies, science, and English are also examined.

Six subjects from a seventh grade class are administered the *Estes Attitude Scales*, the *Burke Reading Interview*, and are questioned concerning their purposes for reading the selected passages. Miscue analysis identifies the reading strategies these subjects employ in their natural environments. Retrospective responses are examined to investigate the subjects' awareness of their reading strategies.

The major findings indicate that each of these subjects sample syntactic, semantic, and graphophonic cues when reading. The more efficient readers produce more sentences which are syntactically and semantically acceptable, and result in no change to the intended meaning. The subjects' patterns of self-correction vary depending on the different materials. The students' sampling of graphophonic cues appears not to reflect reader proficiency but varies with different curricular materials. The retelling scores are not always predictable based on the readability formula ratings for the same passage. Other measures do not relate simply to proficiency of reading. These findings indicate a complex interaction between the subjects' reading strategies and their attitudes toward reading or a specific discipline, reading in different settings, the selection of reading materials, and reading for different purposes.

The findings support a conclusion that these junior high school students employ recognition, prediction, confirmation, correction, and termination reading strategies when reading for diverse purposes teacher assigned, and self-selected materials in different settings. The subjects vary in their ability to adjust their reading strategies to meet the specific demands of different curricular materials. The subjects have differing perceptions of reading in different settings and among various materials. Students and teachers have different purposes for reading the same passages. The students do not seem to be having as much difficulty reading in terms of using the process as much as they have with flexible use of the process in relation to different materials and settings.

THE READING PROCESS AS A TRANSACTIONAL LEARNING EXPERIENCE

Order No. 8114938

CRAFTON, LINDA KAY, ED.D. *Indiana University*, 1981. 307pp. Chair: Carolyn L. Burke

It was the intent of this investigation to explore reading as a process which facilitates comprehension. The methodology employed to carry out the exploration has its genesis in a theoretically-based instructional strategy. The instructional technique was designed to allow one piece of reading to serve as support for another--the second text conceptually related to the first. Theoretically, such a procedure grows out of a schema-theoretic view of reading in which experiences are cognitively structured and can be tapped during comprehension. In this investigation, reading was the experience which made available background information for use during another reading encounter.

Sixty subjects at two grade levels were asked to read two expository selections in a single setting. Thirty eleventh grade students and thirty fourth grade students read texts on unfamiliar topics under two conditions. Under the experimental condition, subjects read, in succession, two conceptually related texts. Under the control condition, subjects read texts which were not conceptually related. The second text read by subjects under both conditions was the same passage for the eleventh grade students and the same passage for the fourth grade students.

Under both conditions, the first reading was silent and uninterrupted. During silent reading of the second text, readers stopped at preselected points to verbalize about what they were reading and thinking. In-process verbalizations were analyzed to gain insights into the comprehending strategies utilized by the groups.

In addition to the in-process data, multiple measures of comprehension were collected. Subject's performance on retelling, listing key points, summarizing, posing unanswered questions, and defining the key text concept was analyzed. Analysis of the comprehension data involved a number of different procedures to compare the learning of subjects who had available background information from two related reading experiences to those who did not.

Data analysis was carried out in three distinct phases: Phase I focused on propositional analysis of the uninterrupted retellings; Phase II involved the assignment of retelling scores using a variety of comprehension measures; and Phase III involved the analysis of in-process verbalizations.

The immediate purpose of Phase I of data analysis was to develop a Propositional Classification System which could be used to examine the types of semantic units generated by readers under both experimental conditions. To this end, template and protocol text bases were constructed. A series of one-way analysis of variance was performed on total number of propositions and various types of propositions produced. The results of this phase of data analysis showed the experimental groups at both grade levels generated a significantly greater number of: (1) total propositions, (2) Generative propositions, (3) Meaning Maintenance propositions, and (4) Aside Meaning propositions.

Reader retellings clearly differed in their content and organization. A Retelling Scoring Procedure evolved during Phase II of data analysis. The information obtained about a superordinate structure in the retelling, key points, and supporting details was utilized to assign retelling scores. Experimental groups at both grade levels consistently produced retellings which were better organized and indicative of better comprehension than the control groups.

During Phase III, an exploratory analysis of the in-process verbalizations generated by subjects during their second reading resulted in a Taxonomy of Comprehending Strategies. Application of the Taxonomy, developed for the purpose of describing in-process protocols, showed subjects in the experimental groups to be, overall, more committed and involved in the reading process during text processing.

The results of this study clearly and convincingly underscore the power of the reading process as an experience which facilitates learning and comprehension.

A PSYCHOLINGUISTIC INVESTIGATION OF THE CLOZE RESPONSES OF SECONDARY SCHOOL STUDENTS

CRAM, RUBY VICTORIA, ED.D. *The University of British Columbia (Canada)*, 1980. Supervisor: Dr. R. D. Chester

This exploratory study investigated the role of exact and non-exact-replacements of cloze responses in the assessment of reading comprehension. Two modes of discourse, narrative fiction and expository prose, were investigated. Two theoretical assumptions guided the study: from psycholinguistics, that reading involves responses to the graphophonemic, syntactic, and semantic cue systems of language (Goodman 1976a); and from discourse analysis, that a "schema" or cognitive map directs the reader in the search for discourse cues (Winograd, 1977). Subjects were proficient and less proficient secondary school students at two levels of maturity. Attitude to reading was also examined.

Operational definitions of discourse were: (i) narrative fiction or conventions of a story, and (ii) expository prose or coherent explanation of a topic.

Subjects were entering grades nine (N = 107) and twelve (N = 100) in Lord Byng Secondary School, Vancouver, British Columbia. To examine exact replacements (E.R.'s) and attitudes, only subjects whose primary language was English were eligible. Exact and non-exact-replacements (N.E.R.'s) were examined for a random sample at each grade level of Good (N = 20) and Poor (N = 30) readers identified from scores on the comprehension subtest of the *Iowa Silent Reading Test* (1973). To verify how linguistic cues trigger responses, six subjects were randomly drawn from each proficiency group for retrospective verbalization interviews, which were taped and transcribed. Each subject (N = 207) completed the *Estes Reading Attitude Scale* and two cloze tasks: a narrative fiction and an expository prose, from the *British Columbia Reading Assessment 1977, Grades 8 and 12*.

Responses were tested for exact match to the author's word (Bormuth, 1975). To evaluate N.E.R.'s, the investigator adapted the *Cambourne Reading Assessment Procedure* (1978), based on the *Goodman Taxonomy of Reading Miscues* (1969). Following two pilot studies, the classification scheme was made consistent with discourse theory and the coding simplified. A synonym replacement for the exact response was acceptable in three categories: syntax, semantics, and discourse. Statistical procedures included correlation, independent t-tests, and two-way analysis of variance. For the oral

protocols. categories were induced from the transcriptions. Frequency of response was analyzed using the chi-square statistic, supported by qualitative description.

Attitude to reading had a generally weak correlation with the selected indices of comprehension. For exact cloze scores, relationships with the standardized measure were significant, particularly with expository prose for poor grade twelve subjects. Narrative fiction scores exceeded expository prose scores. Good readers were differentiated from poor readers. The N.E.R. score discriminated between proficiency levels. At grade nine, narrative fiction scores exceeded expository prose, but at grade twelve, differences were not significant. The mean inter-rater agreement, calculated by the Arrington Formula (Feifel & Lorge, 1950), was 91.6 percent.

The interviews demonstrated that three cue systems operated most frequently: syntax, semantics, and discourse; and two much less often: grammatical function and life experience. Significant differences in frequency were found between modes of discourse and proficiency levels.

For combined exact scores plus synonyms, in grade nine, narrative fiction scores exceeded prose scores, but in grade twelve the reverse occurred. Discrimination between proficiency levels was noted; however good readers were significantly superior with expository prose.

Data based conclusions were (1) attitude is not correlated with either proficiency or comprehension, (2) comprehension scores differed for modes of discourse: narrative fiction and expository prose, (3) exact cloze score discriminated between proficiency levels, (4) N.E.R. scores revealed differences in the use of cue systems by ability groups, (5) all readers used the same cue systems: syntax, semantics, and discourse, to gain meaning, but control of the set of cue systems, especially with expository prose, distinguished the good reader, and (6) the addition of synonym scores to exact cloze scores differentiated between proficiency levels, modes of discourse, and maturity levels.

ACHIEVEMENT AND ATTITUDINAL OUTCOMES OF TEACHING TENTH-GRADE AMERICAN HISTORY BY A LECTURE METHOD AND A METHOD EMPHASIZING DEVELOPMENT OF READING SKILLS

Order No. 8119198

CUNNINGHAM, JOYCE ANNE, ED.D. *Mississippi State University*, 1981. 130pp. Director: Dr. Sandra P. Burkett

The primary purpose of this study was to determine achievement and attitudinal outcomes of teaching tenth-grade American History by a lecture method (control group) and a method emphasizing the development of reading skills (experimental group). The experimenter and instructor worked cooperatively to develop a table of specifications, for two chapters in American History, that served as the base for preparing instructional materials for both groups. The instructional materials for the experimental group included the text, reading and reasoning guides, and structured overviews. The control group was instructed with the text and teacher-prepared lecture notes. Another purpose was to evaluate the effects of sex differences on measures of achievement and attitudes and to determine whether significant interactions of teaching methods and sex differences existed.

The population for the study consisted of tenth-grade students from a city public high school in Northeast Mississippi. The sample consisted of 66 tenth-grade students of average achievement who had been assigned to two sections of American History being taught by the same instructor. The investigator randomly assigned one intact section to the experimental group and the other intact section to the control group.

Pretest and posttest scores on an instructor-made criterion-referenced test for both groups were used to compare gains in achievement in tenth-grade American History. To assess changes in student attitudes toward social studies and toward reading, the pretest and posttest scores of the *Estes Attitude Scales* for both groups were compared.

An equivalent comparison pretest and posttest group design was employed. To analyze the data, three *t*-tests, two 2 x 2 factorial analyses of covariance and one 2 x 2 least squares analysis of covariance statistical models were used.

No significant difference in gains in achievement between the two groups were found to be attributed to the effects of two teaching methods, sex differences, or the interaction of these two variables; therefore, the first hypothesis was not rejected. No significant difference in changes in attitude toward social studies and reading between the two groups were found to be attributed to either the treatment, sex difference, or the interaction of these two variables; therefore, the second hypothesis was not rejected.

A CLOZE STUDY OF HIGH SCHOOL STUDENTS' READING ABILITY IN THEIR ASSIGNED TEXTBOOKS IN SCIENCE AND SOCIAL STUDIES

Order No. 8119305

HOPKINS, MONA SALINAS-CHONG, PH.D. *The University of Texas at Austin*, 1981. 207pp. Supervisor: Frank J. Guszak

The present study sought to investigate the reading ability of ninth grade students in their assigned textbooks in science and social studies. The investigation was basically concerned with using the cloze procedure to find the percentages of students for whom the textbooks were too difficult.

Subjects for the study were 607 students in randomly selected classes from an urban public school district in Texas.

The Fry Readability Graph was used to estimate the readability of the textbook selections which were subsequently read by students employing the cloze procedure. The Pearson Product-Moment Correlation Coefficient was used to investigate relationships between (1) content area cloze tests Comprehensive Tests of Basic Skills reading comprehension test scores, and (2) content area cloze tests and students' academic grades.

Analysis of the readability data revealed that three of the textbooks were below grade level and one was on grade level. The publishers' and investigator's readability estimates for two books were the same; however, the other two books were one and two grades higher than the publishers' readability estimates. Reading ranges within the textbooks were found to be much larger than those submitted by the publishers.

These findings suggest that (1) some publishers may not be conducting careful readability analyses, and (2) some publishers are making claims that may not be true regarding the ease or difficulty that students will experience reading such textbooks.

Approximately 80% of the students cloze tested found the textbooks too difficult to read. This finding suggests that the majority of students from communities similar in socioeconomic and ethnic background to those tested in this study may be assigned to content area textbooks that are too difficult for them to read. A slight trend indicated that girls had more difficulty reading in the natural sciences, while boys had more difficulty reading in the social sciences.

With the exception of the biology tests, all the cloze tests correlated at approximately .6 or better with the CTBS test. This was probably caused by the intensive build-up of concept levels and vocabulary of science: thus cloze tests, because of their specificity in content and their length, appear to be more useful assessments of students' ability to read in the various content areas.

Weak or negligible correlations were found between students' cloze tests and their academic grades. Academic grades, therefore, may not reflect high school students' ability to read content area textbooks.

A SYSTEMATIC OBSERVATION OF THE EXTENT TO WHICH STUDENTS IN SECONDARY CONTENT AREA CLASSROOMS ARE GIVEN INSTRUCTION IN READING ASSIGNED MATERIAL

Order No. 8126314

SLINGER, EDITH LUCILLE, PH.D. *University of Oregon*, 1981. 127pp. Adviser: Terry Bullock

A review of the related research literature indicates that little information is available about the extent to which quality content area reading instruction is provided for students at the secondary level. The availability of such information takes on a special urgency for: educational policy makers who mandate allocation of time and staff in preservice and inservice education; and reading educators responsible for designing reading programs.

The study was designed to gather baseline data, through systematic observation of reading instruction in secondary schools, to determine the percentage of classroom time actually spent in quality reading instruction. Primary emphasis was given to recording the different types of reading pursuits.

Subjects for the study were all of the eighth grade language arts and social studies classes in a local school district. In the district, language arts and social studies classes are combined into two-period blocks; thirteen teachers are involved in the teaching of these blocks. Each of these teachers was observed three times, making a total of seventy-eight full-period observations.

The first and most critical step in the research procedure was the development of an observation scale which would contain the

framework for assessing the quality and duration of student reading pursuits. In order to develop this scale it was first necessary to choose those reading pursuits which could be presented as representing "quality content area reading instruction." This was accomplished by means of a review of the current literature; content validation was established through an evaluation by leading reading educators. Quality content area reading instruction was then defined as "active reading" or pursuits which involved student-teacher-material interaction, those which were based on a specific content reading assignment, and which took place prior to or during reading.

Once the active reading pursuits were identified, an observation instrument was built. Using a continuous real time measurement system, this instrument was capable of measuring the type, frequency, and duration of every observed classroom activity.

Observers, recruited from graduate reading programs at the University of Oregon, were trained in the use of the instrument and in research procedure. The observers randomly selected the time during which to observe each full-period block. In most cases, a given teacher was observed by at least two different observers.

Data from the observations suggests that although reading is an important teaching medium for these teachers, there is little direct teaching of skills needed by the students for successful completion of their reading assignments. In these observations, only six percent of the time was devoted to active reading pursuits. Twenty-eight percent of the time was spent in passive reading, which included silent reading and written assignments. Oblique reading pursuits, those which were reading-related, but which lacked one or more of the criteria for active reading, accounted for seventeen percent of the total class time. Thirty-three percent of observed time was spent in content instruction and sixteen percent in non-instruction.

Active reading time varied more between schools than within schools, which may reflect a unified effort on the part of some schools to improve reading instruction.

Classes with teachers who have taught for five years or less (and thus are more likely to have received preservice training in content area reading instruction) accounted for a proportionately larger percentage of the active reading pursuits.

A COMPARISON OF BASIC CONCEPT FORMATION PERFORMANCE AND VERBAL CONCEPT FORMATION PERFORMANCE OF NINTH GRADERS GROUPED ACCORDING TO READING ABILITY

Order No. 8115969

VOGEL, MARLYN GOODMAN, ED.D. *Temple University*, 1980. 140pp.

Purpose. The purpose of the study was to examine verbal and basic concept formation abilities in a group of achieving and a group of underachieving readers in a secondary school.

Sample. The subjects of this investigation were 60 ninth graders who attended a public senior high school in a suburban school district located in a middle-class community in Pennsylvania. Those students who had been classified as learning disabled by the school psychologist were excluded. Students were classified as achieving or underachieving readers according to scores obtained on the Tests of Achievement and Proficiency, Form T (Houghton-Mifflin, 1978). The achieving readers were those who scored at or above the 60th percentile on the reading test and the underachieving readers were those who scored at or below the 40th percentile. Thirty subjects were selected randomly for each of the two groups.

Test Instruments. The tests of Achievement and Proficiency, Form T, a standardized group achievement test, was used to measure reading achievement.

The Otis-Lennon Mental Ability Test: Intermediate Level (Otis & Lennon, 1967), a standardized group test of general mental ability, was used to assess current level of intellectual functioning.

Ten items of the Similarities subtest and 14 items from the Vocabulary subtest of the Wechsler Intelligence Scale for Children-Revised, along with verbalizations on the KHT and the WCST, were used as measures of verbal concept formation. On the Similarities and Vocabulary subtests, subjects were encouraged to verbalize more than one response. A conceptual level of response was determined by evaluating responses according to the categories of concrete (response which focuses on details), functional (response which emphasizes use of object), and abstract (a category name).

The WCST and the KHT were used to assess basic concept formation. Both instruments require the subject to solve a problem and yield a quantitative score.

Statistical Analysis. An analysis of covariance with intelligence scores on the OLMAT was used to analyze the scores on the Vocabulary items, Similarities items, KHT, and WCST. The level of significance was set at 0.05. The Mann-Whitney U Test was used as an additional test to analyze the results from the Vocabulary and Similarities items. The chi square test of significance was used to compute differences between the two groups in their verbalizations on the KHT and WCST.

Findings. The underachieving readers differed significantly from the achieving readers at the .05 level in their performance on the Similarities and Vocabulary subtests, in their abilities to progress in levels of conceptualization, in their verbalizations of their solutions to the problem-solving tasks of the WCST and KHT, and in their basic concept formation performance on the KHT. There were no significant differences between the two groups in basic concept formation on the WCST.

Conclusions. The groups of achieving and underachieving readers in this study appeared to differ from each other in their verbal and basic concept formation abilities. They differed in their abilities to verbalize a concept, in their abilities to progress in levels of conceptualization, and in their abilities to solve conceptual problems. Underachieving readers appeared to have fewer concepts, concepts of a more concrete nature, fewer verbal labels for concepts, and less adequately developed problem-solving and categorizing strategies. The differences between these groups appear to be related to reading achievement because intelligence factors could be accounted for. Furthermore, it is significant to note that all subjects were able to progress in levels of conceptualization as a result of probing by the examiner.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042